DOCUMENT RESUME

ED 196 197 EC 131 324

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TITLE	Year One Evaluation of "Encendiendo Una Llama" Bilingual Gifted and Talented Program. Report 80-12.
INSTITUTION	Hartford Public Schools, Conn.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
PUB DATE	Jul 80
NOTE	36p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Students; Elementary Education; *Gifted; Program Descriptions; *Program Development; *Program Evaluation; *Talent; *Talent Identification
IDENTIFIERS	*Encendiendo Una Llama CT

ABSTRACT

The document reports activities of "Encendiendo Una Llama," a bilingual gifted and talented program serving 60 students in grades K through 6 in a school day resource room component or in an after school program. Twelve program objectives are outlined in terms of proposed activities, proposed evaluation, actual results, and interpretation of results. Among objectives are the following: improved identification of gifted and talented students and enriched instructional strategies by classroom teachers; implementation of differentiated instructional strategies by after school program staff; improved English and Spanish reading, math, and oral language skills; and demonstration of use of high level thinking skills and improved level of creative thinking. Attachments include an overview of staff training sessions, a summer workshop outline, charts with test score data, and classroom teachers' responses to an end of year evaluation questionnaire. (SBH)

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YEAR ONE EVALUATION OF

"ENCENDIENDO UNA LLAMA"

BILINGUAL GIFTED AND TALENTED PROGRAM

Ann Street Bilingual School
321 Ann Street
Hartford, Connecticut 06103

REPORT 80-12

A Program Funded by

Title IV, Part C of P.L. 93-380

and

Bureau of Education for the Handicapped
U.S. Office of Education

Superintendent of Hartford Public Schools

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July 1980

EC 131 324

ABSTRACT

Progress of Encendiendo Una Llama During Year One

Encendiendo Una Llama is a bilingual gifted and talented program which provided a first year of services to selected children from Hartford's Ann Street Bilingual School, Barnard Brown, and Saint Peter's during the spring of 1980.

In the first year, an identification system was developed to designate giftedness and talentedness among the Hispanic school population. Sixty K-6 students participated in a school day Resource Room Component or in an After School Program. During the three months of program services for students during the first year, students participated in mini-units dealing with such subjects as: community resources, city budget, reading, science, music, "artistas a la orden," newspaper, report writing in social studies.

Training was provided initially for regular classroom teachers dealing with the characteristics and identification of Hispanic gifted and talented students. During the summer of 1980, a two week workshop was offered which was attended by 26 regular classroom teachers, most of whom were teachers of Encendiendo Una Llama students. Six teachers, all bilingual and specialists in particular subject areas, were hired and trained for the After School Program. Twenty-five training sessions in all were provided during the school year to prepare and coordinate the efforts of the After School Program staff.

An evaluation made at the end of the first year indicated the extent that classroom teachers of project students had accelerated these students in reading and math, provided specific enrichment activities, and had established creativity centers in their classrooms. The results showed classroom teachers to be at the "beginning levels" of implementation of major project intents proposed for them.

A yearend evaluation made of After School Program staff showed these teachers who had had extensive training to be considerably more advanced in the project intents proposed for them: Implementation of instructional strategies which incorporated higher level thinking skills...skills emphasizing creative expression and problem solving, and strategies stressing student involvement in individual activities and independent projects.

The yearend evaluation also provided information about progress of project students. "Baseline information" was reported for English and Spanish reading and math and for students' creative status at the start of the program.

English and Spanish oral language skills of students were found significantly advanced in the only achievement testing administered during the first year which overlapped project services for students.

A yearend evaluation prepared for each student by both classroom teachers and After School Program staff showed that about one-third to one-half of all project students made improvements in regular classroom work, self-concept, and attitudes toward school and learning by the close of the first year of the project. It should not be inferred that the remaining students did not do well. Many responses of teachers stated that a considerable number of students were already doing well in these areas before the program came along thus making it almost impossible "to improve."

YEAR ONE EVALUATION OF ENCENDIENDO UNA LLAMA

The purpose of this report is to present the first year outcomes for Encendiendo Una Llama in terms of program objectives. The proposed activities and intended evaluation are also given. An interpretation of results concludes the information reported for each of the objectives.

Objective #1 - Appropriate identification of Llama students. Appropriate identification of gifted and talented students was defined as placements in Encendiendo Una Llama activities which were judged by staff at yearend to have been good choices for the students.

Proposed Activities

The process of identification proposed was to have classroom teachers and interested community persons referring students. Tests were proposed to determine the areas of strength of the students referred. Parent Assessment Team (PAT) meetings were to be set up followed by student selection and placement in one of three program components: an After School Program, a school day Resource Room Program, or a Mainstream Program in which the regular classroom teacher was to provide special activities. Artistically and musically talented students were to be identified in addition to the academically gifted students.

Proposed Evaluation

Classroom teachers and After School Program staff were to evaluate the appropriateness of each student's placement at the end of year one.

Results

The referral process, the testing of students, PAT meetings, student selection and the placement of students into one of three program components took place as proposed. The After School Program and the Resource Room component became operational for the last three months of the school year. The Mainstream component did not become operational during the first year. A total of 65 students were initially identified and placed in the program. At yearend, classroom teachers and After School Program staff judged that eight of these students were placed inappropriately.

Interpretation

Inappropriate programming occurred most often for the musically talented. Staff had already taken steps before yearend to revise the means of identifying musically talented students. The revised procedures planned will be used to start year two of the program. The identification and placement of academic and artistically gifted students was considered very successful by classroom teachers and staff.

Objectives #2 and #3 - Improved identification of gifted and talented students and enriched instructional strategies by classroom teachers. Specifically, major program intents for classroom teachers were: to develop skills of identification of gifted and talented students in the Hispanic population; to accelerate these students in the areas of English and Spanish reading and in math; to increase enrichment activities for these students by bringing them in contact with new topics and encouraging independent investigations; and by establishing creativity centers in the classroom and fostering individual activities of a creative nature.

Proposed Activities

Proposed activities aimed at achieving the objectives were: staff training at the program's pilot and feeder schools; encouragement to visit and observe the After School Program in action; access to the resources of the teacher resource center, and a two week summer workshop.

Proposed Evaluation

It was intended that the involvement of classroom teachers in training sessions and a determination of the extent of implementation of major program intents for classroom teachers would be summarized in an evaluation.

Results

In January and February, training sessions were conducted for regular classroom teachers to assist them in identifying gifted and talented Hispanic students. No training for classroom teachers followed during the three month period of project services for students. Then a two week summer workshop was offered which was attended by 26 regular classroom teachers most of whom were teachers of Encendiendo Una Llama students. Details about the workshop are presented in the attachments to this report.

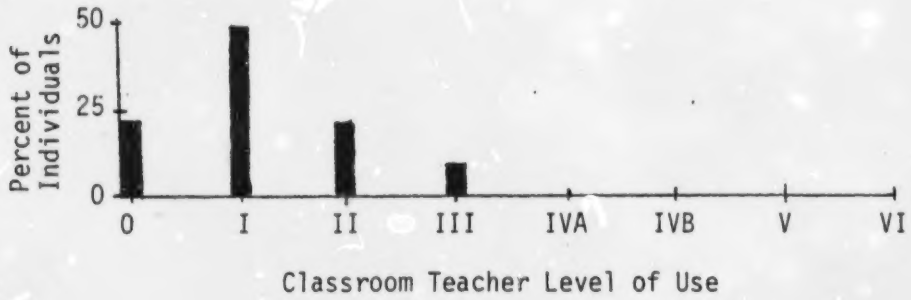
Few classroom teachers of program students visited and observed the After School Program in action nor did they use the references to any great extent provided in the teacher resource room. It should be added that the major portion of resources intended for teacher use did not arrive until after the program year for students had ended.

Baseline evidence of the extent classroom teachers had already incorporated the major intents of the program was determined through classroom teacher interviews made by certified Concerns-Based Adoption Model (CBAM) interviewers.

Of the 20 classroom teachers of Llama students, 14 were randomly selected and interviewed during the early days of June. Results found 21 percent of the teachers interviewed having little or no knowledge of the major areas of program intent for classroom teachers; 50 percent of them at a level of having recently acquired or who were in a state of acquiring

major program intents; 21 percent more who had established a set time at which the instructional strategies would be introduced in the classroom; and 8 percent who had implemented the proposed program intents, but who had focused most effort on the short-term, day-to-day use of the strategies.

The baseline evidence described above can also be illustrated. The authors of the CBAM model present a series of levels from 0 to VI which describe behaviors of teachers as they become increasingly more familiar with and skilled in using a new program. The figure below shows classroom teachers clustering at the "beginning levels" of implementation of major program intents proposed for them.



Interpretation of Results

Since the program was only operational for three months in its first year, training sessions specifically scheduled for classroom teachers had to be postponed until year two. Hence, classroom teacher implementation of program aspects designed for them were mostly at "beginning" stages.

The most valuable use of the classroom teacher "level of use" information is baseline information indicating the extent the proposed instructional strategies were already incorporated in their classroom practices. It is expected that interviews conducted near the end of year two by certified CBAM interviewers can ascertain whether the extent of use of enriching instructional strategies has changed.

Objective #4 - Implementation of differentiated instructional strategies by After School Program staff. Differentiated instructional strategies were defined as: those incorporating higher level thinking skills such as the ones presented in Bloom's Taxonomy; those emphasizing creative expression and problem-solving; and strategies stressing student involvement such as individual student activities and independent projects.

Proposed Activities

Staff training was the major activity proposed to bring about the objective. An initial needs assessment was intended to identify areas in which training was needed. This was to be followed by intensive training before the After School Program began and then one afternoon weekly thereafter.

Also, instructional resources from the teacher resource center were to be available to the staff to help implement the instructional strategies intended.

Proposed Evaluation

Summarize the involvement of After School Program staff in training sessions and determine the extent of implementation of major project intents for After School Program staff.

Results

A total of 25 After School Program staff training sessions were held. A listing and summary description of the topics appear in an attachment to this report. The percentage of attendance of After School Program staff at training sessions was 91 percent.

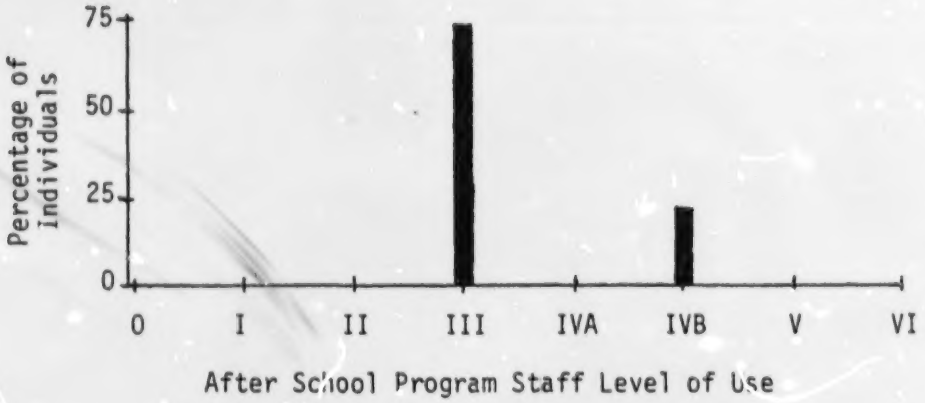
Materials acquired for the teacher resource center arrived too late to be of any value in helping staff implement differentiated instructional strategies.

Not planned upon but certainly of value toward achieving the objective were after school staff participation in University level courses for gifted and talented students.

Since After School Program staff had participated in 25 training sessions over the three month operational stage of the program during the first year, results of interviews made by CBAM interviewers in June cannot be considered baseline evidence of staff implementation of program intents for them. All eight After School Program staff were interviewed.

By yearend, interviews indicated that 75 percent of After School Program staff were focusing most of their effort on short-term, day-to-day use of the major program intents while the remaining 25 percent after having mastered the program intents were making refinements in its overall implementation.

As with the classroom teacher evidence, the interview results of After School Program staff can be illustrated. The figure below shows After School Program staff at or beyond the point of mechanical application of the differentiated instructional strategies proposed for them.



Interpretation of Results

Compared to classroom teacher "level of use," After School Program staff are considerably more advanced in the program intents designed for them. While no direct one-to-one relationship can be established, it seems very likely that the training for After School Program staff had a favorable impact on their implementation of instructional strategies.

Certified CBAM interviewers will interview After School Program staff again near the end of year two to ascertain whether changes take place in the implementation of differentiated instructional strategies by After School staff one year later.

Objective #5 - Curriculum units and differentiated instructional strategies to be developed by After School Program staff.

Proposed Activities

Differentiated instructional strategies and specific bilingual curriculum units were to be developed for use by teachers in the After School Program, Resource Room Program, and for the Mainstream component.

Proposed Evaluation

The extent that the objective was achieved was to be summarized in an evaluation.

Results

Instructional strategies were developed and implemented for the three months of program services. Guidelines were used to work out mini-course units for the After School Program; however, no specific curriculum units were written up by staff in the first year.

Objective #6 - Specific objectives recorded for each student in the program.

Proposed Activity

Individualized sequential instructional plans were to be prepared for each pupil based on PAT assessments.

Proposed Evaluation

A review of student IEP's and teacher evaluations of students were to be made to determine the extent that the program individualized the instructional program.

Results

Specific objectives for each student were not developed; however, instructional activities were prescribed and staff learned much about each student from administering The Interest-A-Lyzer which figured prominently in the activities prescribed for students.

Objectives #7 and #8 - Improved English and Spanish reading, math, and oral language skills.

Proposed Activities

Most of Encendiendo Una Llama instructional activities offered for three months during the first year of the program were intended to assist students improve in English and Spanish reading, math, and oral language skills.

Proposed Evaluation

These objectives were to be evaluated by using test data available through the Hartford Testing Department and End of Year Evaluations by program staff and classroom teachers. Dates of test administration did not coincide with the starting and ending dates of program services (March 1980 to June 1980) for Encendiendo Una Llama students as the information below indicates.

Metropolitan Achievement Tests, 1970 edition - Total Reading and Math Computation subtests administered in April 1979 and March 1980. Matched scores were available for 12 students; March 1980 scores were available for 24 students (34% of all students serviced).

CTBS Español, 1978 edition - Total Reading and Math Computation subtest administered February 1979 and April 1980. Matched scores were available for 13 students; April 1980 scores were available for 39 students (56% of all students serviced).

Language Assessment Scales, 1975 edition - English and Spanish oral language tests administered individually to students during the fall months of 1979 and again during the spring months of 1980. Matched scores available for 35 in English and 34 in Spanish (50% of all students serviced).

Having such a low percentage of test scores for program students is due mostly to program students coming from four schools, with test results coming almost entirely from the pilot school (Ann Street). A total of 31 students were serviced from Barnard Brown and St. Peter's but had no test results. Three students starting from SAND had to be discontinued due to a shift in that school's regular program hours.

Results

Metropolitan Achievement Tests - Spring 1979 - Spring 1980

	Total Reading			Math Computation		
	N	4/79 %ile	3/80 %ile	N	4/79 %ile	3/80 %ile
Gr 4	3	8	6	7	26	17
Gr 5	2	75	85	2	50	62
Gr 6	3	49	41	2	28	35

Metropolitan Achievement Tests - March 1980 Attainment Levels

	Total Reading			Math Computation		
	N	3/80 SS	3/80 %ile	N	3/80 SS	3/80 %ile
Gr 2	5	45	16	5	53.8	51
Gr 3	3	51.7	21	3	61.7	33
Gr 4	9	53.4	10	9	69	24
Gr 5	3	90.7	84	3	85.7	56
Gr 6	4	82.3	53	4	92.5	65

CTBS Español - Spring 1979 - Spring 1980

	Total Reading			Math Computation		
	N	2/79 %ile	4/80 %ile	N	2/79 %ile	4/80 %ile
Gr 2	2	89	61	2	96	85
Gr 3	2	59	72	2	74	37
Gr 4	6	65	53	6	72	50
Gr 5	1	61	52	1	39	43
Gr 6	2	36	31	2	34	11

CTBS Espanol - April 1980 Attainment Levels

	Total Reading			Math Computation		
	N	4/80 SS	4/80 %ile	N	4/80 SS	4/80 %ile
Gr 1	4	49.8	61	4	21.3	69
Gr 2	8	52.9	47	8	21.3	63
Gr 3	3	43	36	3	27	33
Gr 4	11	42.4	41	10	40.2	44
Gr 5	5	31.4	33	5	32.6	51
Gr 6	8	37.1	34	5	35.8	45

Language Assessment Scales, Raw Score Data, Fall 1979 - Spring 1980

English

	N	Fall 1979 RS	Fall 1979 SD	Spring 1980 RS	Spring 1980 SD	Pre/Post r	t value	
K	2	62.5	41.7	59	55.1	-	.368	
Gr 1	4	58.5	33	84.3	22.9	.87	2.992	significant ($p < .05$)
Gr 2	7	71.4	20.6	86.3	9.2	.66	2.460	significant ($p < .05$)
Gr 3	3	70	3.6	86	10.5	.63	2.113	
Gr 4	10	77.8	12.5	85.5	7.1	.49	2.240	significant ($p < .05$)
Gr 5	4	83.8	29.9	82	36	.99	.556	
Gr 6	5	91.2	7.7	95	4.9	.64	1.432	

Spanish

K	2	90	7.1	77.5	10.6	-	-	
Gr 1	4	74.8	20.3	88.8	16	.93	3.482	significant ($p < .05$)
Gr 2	7	82.6	5.8	89.7	6.1	.64	3.727	significant ($p < .01$)
Gr 3	3	88.7	11.0	93.7	6.7	-	1.987	
Gr 4	10	82.4	8.1	89.7	9.4	.24	2.118	
Gr 5	3	75.3	6.5	87.3	11.1	.45	1.373	
Gr 6	5	74.5	24.9	90.2	8.5	.84	1.906	

Language Assessment Scales: Proficiency Levels for Combined Grade Levels

English

Judged proficiency level	1	2	3	4	5	Total
Fall rating distribution	5	2	8	7	13	35
Spring rating distribution	3	0	2	8	22	35

Spanish

Judged proficiency level	1	2	3	4	5	Total
Fall rating distribution	2	0	6	11	15	34
Spring rating distribution	0	0	4	3	27	34

In applying a one sample chi square test to the fall and spring distributions of language proficiency levels with df = 4 and observing the direction of the distribution shifts, one finds Encendiendo Una Llama students moving to significantly higher ($p < .01$) language proficiency levels in both English and Spanish over the 1979-80 school year.

End of Year Student Evaluations were made by all program staff and regular classroom teachers. Four questions were asked and comments solicited. All responses and comments obtained are presented in the attachments to this report. A summary of responses to questions has been presented below separately for the two groups evaluating.

Q1. Any improvement in the child's regular classroom work?

	Yes	No	Not sure
Classroom teachers:	XXXXX XXXXX XXXXX XXXXX X	XXXXX XXXXX XXXXX XXXXX XXXX	XXXXX XXXXX
Project staff:	XXXXX XXXXX XXXXX XXXXX XXX	XXXXX	XXX

Q2. Any improvement in the child's self concept?

	Yes	No	Not sure
Classroom teachers:	XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX X	XXXXX XXXXX XXXXX XXX	XXXXX XXXXX
Project staff:	XXXXX XXXXX XXXXX XXXXX	XXX	XXXXX XXX

Q3. Any improvement in the child's attitudes toward school and learning?

	Yes	No	Not sure
Classroom teachers:	XXXXX XXXXX XXXXX XXXX	XXXXX XXXXX XXXXX XXXXX XXXXX	XXXXX XXXXX XXXXX
Project staff:	XXXXX XXXXX X	XXXXX XXXXX X	XXXXX XX

Q1. Have any problems (academic or affective) arisen since this child began in the bilingual gifted and talented program?

	Yes	No	Not sure
Classroom teachers:	XXXX	XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX XXX	XXXXX XX
Project staff:	XXXX	XXXXX XXXXX XXXXX XXXX	XXXXX X

Interpretation

The extremely small sample of program students (8) having English reading and math scores for two successive years indicates increased national percentile standing in reading at one of three grade levels and increased national percentile standing in math at two of three grade level groupings.

Spring 1980 English reading and math attainment for 24 program students indicates a range of national percentile scores from 10 to 84 in reading and 24 to 65 in math when presented in grade level groupings.

An extremely small sample of program students (13) having Spanish reading and math scores for two successive years indicates increased national percentile standing in reading at one of five grade levels and increased national percentile standings in math at one of five grade level groupings.

Spring 1980 Spanish reading and math attainment for 39 program students indicates a range of national percentile scores from 33 to 61 in reading and 33 to 69 in math when presented in grade level groupings.

It should be repeated that all of the above testing occurred prior to or only up through the first month of actual program services for Encendiendo Una Llama students. Its greatest value lies in its usefulness as baseline data for future longitudinal studies.

The 45 students for whom fall and spring English and Spanish oral language skills were available showed raw score gains at five of seven grade level groupings in English and raw score gains at six of seven grade level groupings in Spanish. The sample sizes at most grade levels were too small to expect the t statistic which is highly dependent upon sample size to show more of these fall to spring gains to be statistically significant.

Besides the raw scores for English and Spanish oral language skills, there were level scores which indicate the relative proficiency in the language the students showed at the time of testing. Combining language level scores across grades separately for the fall and spring testing, one finds a statistically greater number ($p < .01$) of spring language levels higher in both English and in Spanish for Enciendo Una Llama students than in the fall.

The English and Spanish oral language skills was the only testing administered during the first year of Encendiendo Una Llama which overlapped the actual program services for students with a pre and posttest. And the testing has shown program students to have made highly significant gains in English and Spanish oral language skills.

The end of year student evaluation by project staff indicated that more students improved in regular classroom academic work (74%) than all the other areas rated. Classroom teachers felt that about half that number improved in classroom academic work (36%). Project staff and classroom teachers were in agreement that more than half of all students rated improved in self-concept (64 and 53% respectively). Both project staff and classroom teachers judged about one-third of all students rated as improving in attitude toward school and learning (38 and 32% respectively).

Only 7 to 16 percent of all students rated were judged to have had any academic or affective problems arise since the bilingual gifted and talented program had started.

Overall, the project staff and classroom teacher ratings and comments indicate that the program has had a positive effect in improving student self-concept and academic progress.

Objective #9 and #10 - Demonstration of use of higher level thinking skills and improved level of creative thinking.

Proposed Activities

It was proposed that the staff receive training in the implementation of higher level thinking skills and in the development of instructional strategies to encourage creative thinking skills of students. Further, it was intended that instructional practices emphasize these skills in programming for gifted and talented students.

Proposed Evaluation

It was intended that the program evaluator visit and observe the After School and school day Resource Room programs to evaluate the variety of instructional practices which had developed. Bloom's Taxonomy was established as the standard to be used in making such judgments.

The Torrance Tests of Creative Thinking (Figural Form A) were to be administered in February 1980 to provide baseline information about program students in this area before the program started.

Results

The first training session for After School Program staff which dealt with higher level thinking skills was held in late May. Regular classroom teachers attending the summer workshop had their first introduction to the subject during July. As a result staff did not have adequate opportunity to incorporate higher level thinking skills in their instructional programming during the first year of the program.

The Torrance Tests of Creative Thinking were administered to all Encendiendo Una Llama students in February 1980. Mean raw scores and standard deviations by sub-tests and by grade level groupings follow with test publisher's norm group data presented along side. The norm group was described in the technical manual as multi-racial and multi-ethnic intended to be representative of the mid-range of most of the nation's school population.

Interpretation of Results

It should be remembered that the tests of creative thinking were administered to program students before their program began. The results are presented mainly to serve as a baseline for future longitudinal studies.

Based on an inspection of program student baseline scores compared to national norms, program students were generally lower in fluency, flexibility and originality and somewhat higher in elaboration than the national norm group. Kindergarten and grade 6 students were the exception. These students on the average outscored the norm group in three of the four areas of creative thinking.

Converting the raw scores to standard scores permits one to determine the relative strengths of the four kinds of ability for combined students and to make cross-grade comparisons. The scores generally show program students highest creatively in elaboration (developing, embellishing, or carrying out elaborate ideas), lowest in fluency (figural fluency scores or picture completions are usually low when test takers do a great deal of elaborating), and somewhere in between in flexibility (flexible in viewing, manipulating, and using figural elements) and in originality (able to produce figural ideas that are not obvious or established).

Results

Torrance Tests of Creative Thinking (Figural Form A) Raw Scores Compared to National Norms

	Group Size		Fluency				Flexibility				Originality				Elaboration			
	Llama	Norm	Llama		Norm		Llama		Norm		Llama		Norm		Llama		Norm	
	N	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
K	2	304	19	2.8	14.3	7.0	5	5.7	10.4	4.4	23	1.4	20.5	11.6	58.5	9.2	34.5	17.1
Gr 1	6	828	15.2	7.8	23.1	6.9	12.2	4.4	15.6	4.5	19.2	14.0	26.3	10.5	83.8	53.3	56.1	24.9
Gr 2	10	711	17.9	5.9	23.7	6.5	14.4	4.6	17.5	4.5	21.6	6.3	30.4	11.1	69.7	23.3	60.1	24.0
Gr 3	8	1844	19.5	2.7	22.2	7.7	16.5	2.6	16.2	4.7	21.9	3.5	26.8	11.4	95.5	26.5	64.2	28.5
Gr 4	18	1435	21.1	6.9	22.7	7.1	15.9	3.3	17.1	4.9	26.4	10.1	30.1	11.5	107.5	42.5	66.7	28.4
Gr 5	7	1365	18.6	5.9	21.8	6.8	14.1	3.4	16.0	5.2	27.7	9.6	28.1	10.7	110.1	59.0	68.2	26.6
Gr 6	16	1678	20.1	4.7	20.2	6.7	16.8	4.3	15.8	4.9	31.4	9.0	29.0	11.1	138.9	56.0	75.8	32.6

Standard Scores for Torrance Tests of Creating Thinking (Figural Form A)

K	2	45	-	40	7.1	35	14.1	47.5	3.5
Gr 1	6	38.3	10.8	42.5	8.8	40.8	14.6	60.8	27.8
Gr 2	10	41.5	8.5	46	8.4	44.5	7.2	53.5	12
Gr 3	8	45	4.6	50.6	4.2	45	4.6	68.1	14.9
Gr 4	18	46.4	9.8	49.4	5.9	49.2	9.4	72.2	19.5
Gr 5	7	42.9	8.1	47.1	7	50.7	10.6	72.1	25
Gr 6	16	45	7.1	52.2	8.2	53.8	8.5	82.2	16.3

Viewing test results across grades, there tends to be increasing creative thinking strength at each higher grade level for Encendiendo Una Llama students at the outset of the program.

Objective #11 - Improved abilities in music and/or art where students were selected on this basis.

Proposed Activities

After School Program staff who were specialists in music and art were to provide special activities for students selected on this basis.

Proposed Evaluation

Samples of student art work which was completed during the spring months of 1980 and tapes of student music performance from fall 1980 were to be obtained and compared with their work one year later to determine whether musical and artistic abilities of students improved.

Results

Samples of art work were obtained from artistically talented students during the spring of 1980.

Objective #12 - Parents will provide supportive educational opportunities at home and/or utilize community resources to support their child's education.

Proposed Activities

Parents were to be involved in initial PAT meetings conducted for each student selected for program. Following this, house visits were to be made and interviews conducted with each parent. Additional activities were to be based on an analysis of interview responses.

Proposed Evaluation

A summary of progress of the parent education component was to be made in the evaluation.

Results

Parents were always requested to participate in each PAT meeting. Some could not attend.

Home visits began late in the school year with 10 parents being interviewed by yearend.

ATTACHMENTS

"Encendiendo Una Llama"

Overview of Staff Training Sessions
(After school staff only)

Initial Training Period (3 weeks)

February 11 - Introductions/Overview of "Encendiendo Una Llama"
13 - Identification System (Part I)
14 - Identification System (Part II)
15 - Review identification folders of specific students
25 - Brainstorm program design options
26 - Program models
27 - Identification tests (Nancy Berson)
28 - Resources available, explain how to order materials
29 - Instructional approaches (Part I)
March 3 - Instructional approaches (Part II)
4 - Distribute student folders for first groupings
5 - Work day/individual discussions
6 - Discuss planned units and approaches
7 - Last minute details

On-going Training (every Thursday afternoon)

March 13 - Review first three days of program, discuss "Special Friday" activities
20 - Distribute staff journals, folders of new students
27 - Trip to Hartford's Teacher Resource Center (Dorothy Billington)
April 3 - Trip to Connecticut Clearinghouse for the Gifted and Talented (Jean Blanning)
10 - "Enrichment Triad"
17 - Stimulating independent projects (Joseph Renzulli)
May 1 - Evaluation/review session
8 - New York's bilingual gifted and talented programs (Aida Rosa)
15 - Plan for Open House
22 - "Higher level thinking skills"
29 - End of year evaluation/review/suggestions

"Curriculum Development for Bilingual

Gifted and Talented Children"

Summer Workshop - Outline

Monday, June 23
Introduction
Overview of "Encendiendo Una Llama"

Tuesday, June 24
"El niho Puertorriqueho" - Cultural and Linguistic Factors (Francisse Borroro)

Wednesday, June 25
Identification of gifted and/or talented Hispanic children

Thursday, June 26
Working with gifted and talented in the regular classroom - general principles

Friday, June 27
Building Independent Learning Skills
"Encendiendo Una Llama" resources for teachers

Monday, June 30
Gifted Programming in Action (Sally Reis)

Tuesday, July 1
"Revolving Door" (Ann St. teachers only)
Community Involvement (all other teachers)

Wednesday, July 2 - at Bilingual Curriculum Center
Advanced activities related to Puerto Rican culture and heritage (Alberta Hernandez)
Bilingual Curriculum Center's resources

Note: Participants in Project Cumbre's "Instructional Organization and Curriculum Development" will participate in separate activities from July 3 to July 14. Participants in "Llama" workshop continue as follows:

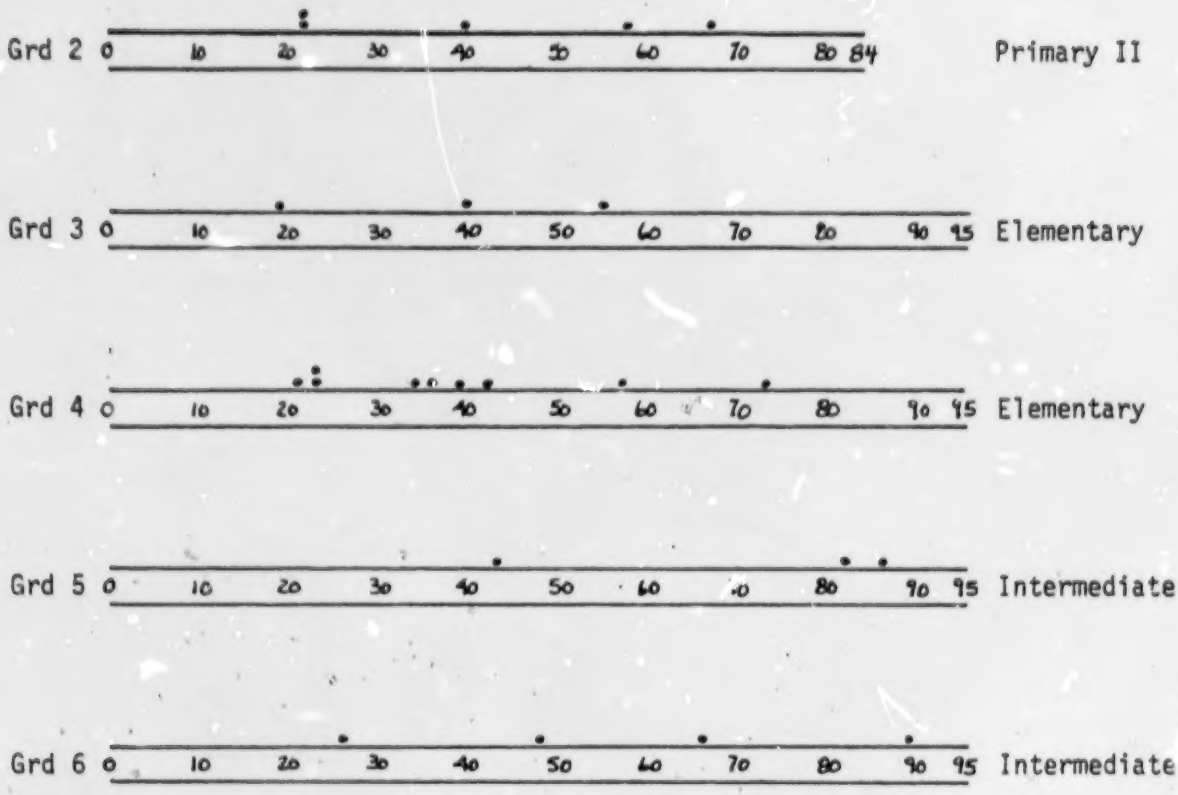
Thursday, July 3
Creativity Centers
Stimulating reading and writing

Friday, July 4
(Workshop does not meet because of holiday)

Monday, July 5
Affective development
Develop specific curriculum units

Distribution of Raw Scores

April 1980 MAT: Total Reading

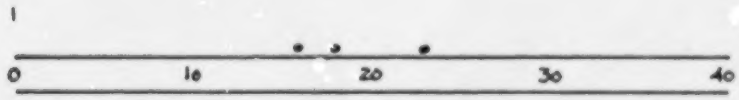


Distribution of Raw Scores

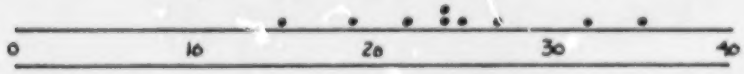
April 1980 MAT: Math Computation

Grd 2

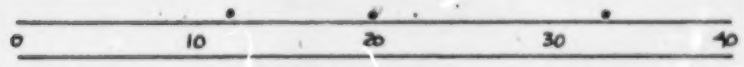
Primary II

Grd 3 

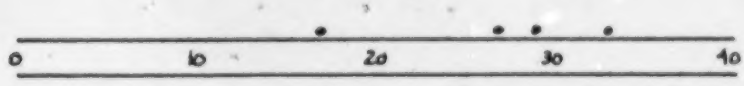
Elementary

Grd 4 

Elementary

Grd 5 

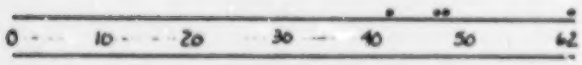
Intermediate

Grd 6 

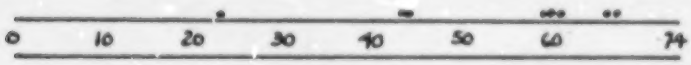
Intermediate

Distribution of Raw Scores

April 1980 CTBS Español: Total Reading

Grd 1 

Level B

Grd 2 

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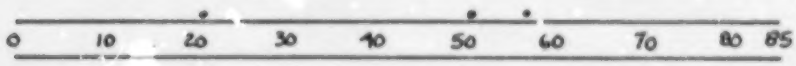
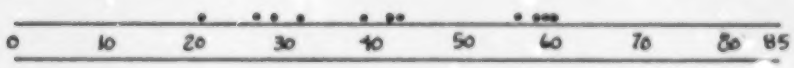
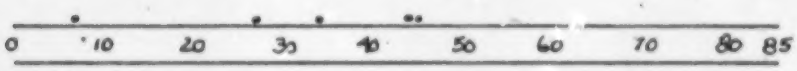
Grd 3 

Level I

Grd 4 

Level I

Grd 5 

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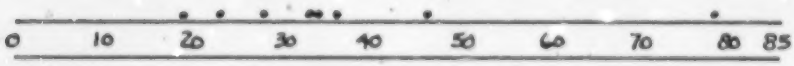
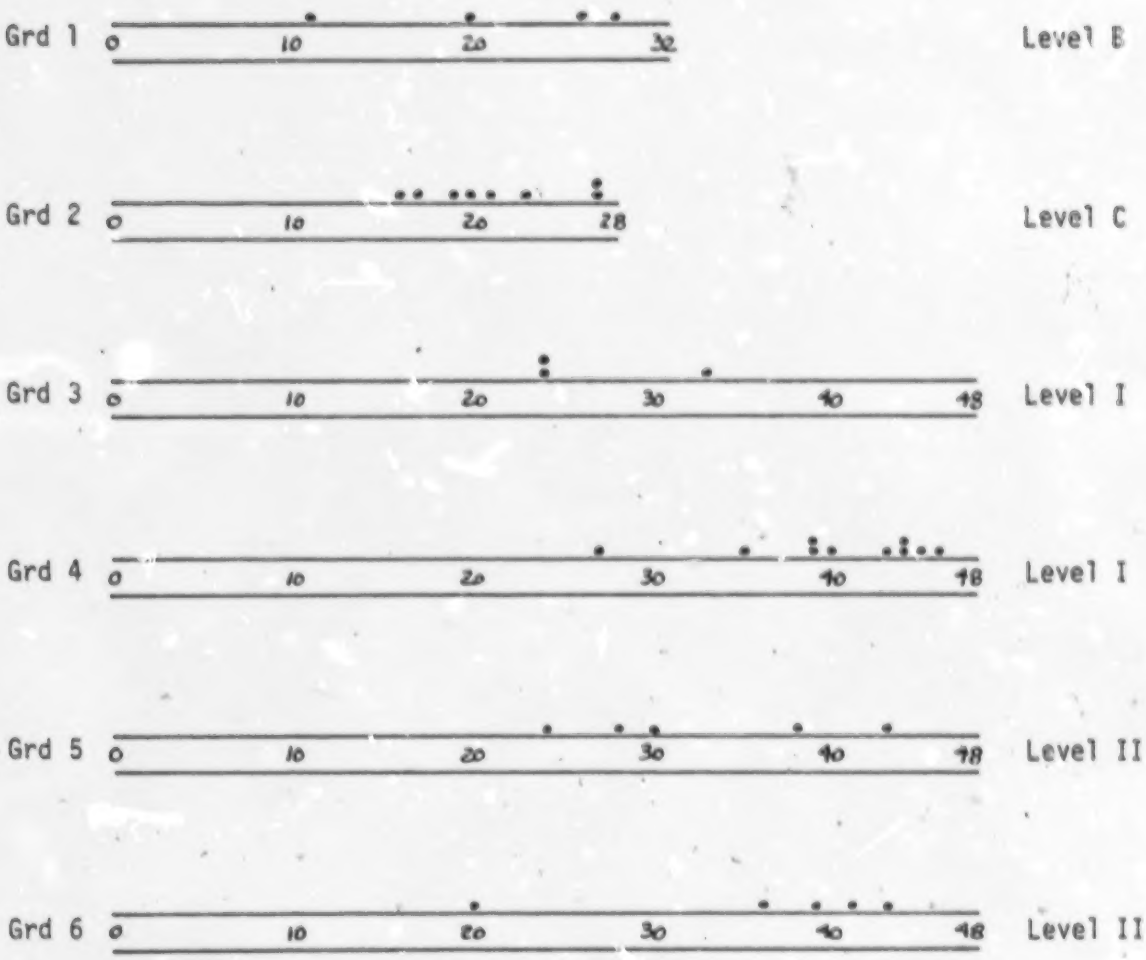
Grd 6 

Level II

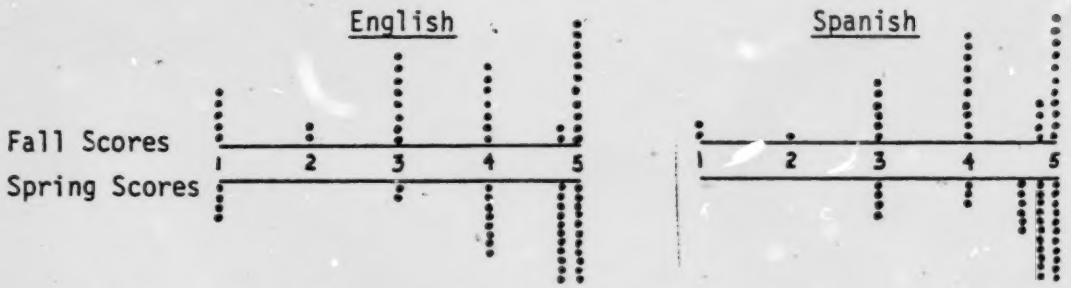
Distribution of Raw Scores

April 1980 CTBS Español: Math Computation

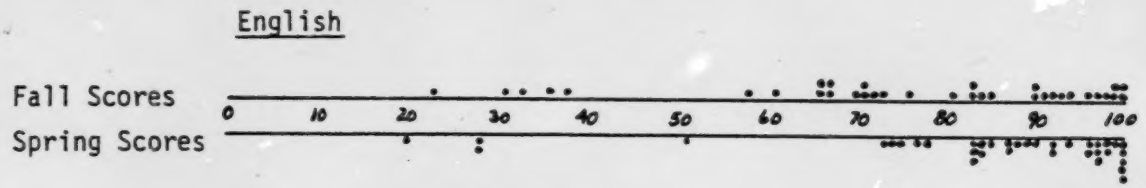


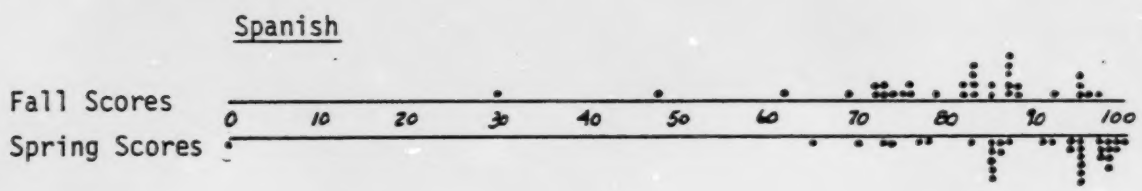
Distribution of Language Proficiency Level Scores

Fall 1979 and Spring 1980 Language Assessment Scales Scores



Distribution of Total Scores from Language Assessment Scales





May 1980

END OF YEAR EVALUATION BY CLASSROOM TEACHERS

Q1. Any improvement in the child's regular classroom academic work?

Yes	No	Not Sure
XXXXX XXXXX XXXXX XXXXX X	XXXXX XXXXX XXXXX XXXXX XXXX	XXXXX XXXXX XXXX

Yes

-He is reading much better

-He does good work. He needs a greater challenge

-I think he is very happy in the program---hopefully he will develop his artistic talent

-His interest in art grew and he began to express himself better

-She expresses herself clearly

-He has remained the same academically but artistically he has developed more detail and expression in his work

-Even though the child was not referred for artistic talent, the program has provided her with the opportunity to learn to play the flute. She likes this very much

-He has taken up different art projects in an exceptional way. His work was better by the end of the year

-He worked fast the first weeks producing a great variety of art projects

-He is an extremely bright child. It is hard to determine any improvements

-He is constantly accepting new challenges. He reads often during his free time. He is presently working on fifth grade math. He is a critical thinker

-She has become very involved in a project on Mexico

-He does neater work and completes it more often.

No

-His work in the classroom is about the same. Perhaps the program and the classroom are working in two different courses of studies

-She has always been and continues to be an excellent student in all areas

-She has not brought back to the classroom any of the information or skills that she has learned in the program. She has always tried to do her best in her classroom work

-His ability is much higher than that of the others in the class. It is difficult to provide him with materials which stimulate him within the confines of a large group situation. For this reason I feel it is extremely important for him to be in the gifted program

-He complained of being in a different component each day. He felt frustrated and fragmented

-In such a short time, there has been no obvious improvement observed

No - Continued

-He was not referred by me. His classroom work is careless and incorrect. He did not score well on the C.A.T. or unit reading tests

-Improvement is not that observable during spelling and reading time with me

-She participated only in the music area of the gifted program and truthfully she hasn't improved in her academic work from it

-I have noticed a greater involvement with music

11-He always did excellent work.

Not Sure

-She is a very good student. I suspect this program is a great academic challenge for her

-Her strong points, language and reading are always improving. She is still having problems in math

-There was not enough time to be able to see an improvement

-He does not show the same interest in his work as he had before

-It is very hard to determine. The child is very bright

11-It is difficult to assess a change.

Q2. Any improvement in the child's self-concept?

Yes	No	Not Sure
XXXXX XXXXX XXXXX XXXXX XXXXX XXXXX X	XXXXX XXXXX XXXXX XXX	XXXXX XXXXX

Yes

-He appears to be more comfortable around other people

-His behavior has improved somehow

-He has a positive self-concept

-I see a better attitude toward school and self

-She seems happier and less nervous

-She seems calmer and less nervous

-She seems to be more mature when working

-He asserts himself more than in the beginning. I'm not sure if the program is the reason for this since he has not been attending very long

-She is a very reserved child, yet she has initiated several conversations with me about what is happening in the program

-Art exposure gave him a new view of himself. He is a more self-confident child

-He believes in his own artistic potentials, and has developed self confidence

-He seems to be content with himself

-He seems to feel he is special. He enjoys going to the program

-She participates more in group plays. She seems less shy

-He showed a greater sense of responsibility and commitment

-He seems very happy to be participating

-She has always had a positive self-concept

Yes - Continued

-I feel her self image has improved because she seems able to share her new experiences and ideas more often with the class and not be so shy

-He seems to feel very proud to be participating in the program

-He is becoming more comical and showing a nice sense of humor not seen before. He has always been very shy and not very talkative.

No

-Her self-concept has always been high

-She still needs to overcome her shyness

-She seems the same

-His behavior has gotten worse, but other factors are responsible

-Her self concept was always good. There may have been some improvement that I did not notice.

Not Sure

-He is very quiet. It is often hard to know what he is thinking. He has not been in the program long enough either

-She seems to enjoy going after school and seeing other children

-His self-concept has ups and downs

-Recently he's shown a negative attitude

-It is difficult to assess a change

-He was out for a while, maybe having problems with himself or at home

-He keeps almost everything to himself. He's an introverted child

-A good self concept appears to be there. She's too shy and quiet in a social situation to be able to accurately judge her

-It is difficult to assess a change. She is still quite shy and retiring.

Q3. Any improvement in the child's attitude toward school learning?

Yes	No	Not Sure
XXXXX XXXXX XXXXX XXXX	XXXXX XXXXX XXXXX XXXXX XXXXX	XXXXX XXXXX XXXXX

Yes

-He has a better attitude

-She seems to be more interested and more cooperative in class

-He seems to be a bit more serious

-She has always demonstrated a positive attitude towards school and her learning process. She is very independent in her work. She loves to learn new things

-She has a good attitude

-She is very enthusiastic toward the program in which she is participating

-He always had a fantastic attitude. Nothing has changed

-Her attitude has always been positive

-He became obsessed with drawing such that he neglected his other work. However, there has been some development with his math skills.

No

-It has always been positive

-She has always had a positive attitude toward school

-He has always been eager to learn

-She has always had a healthy attitude toward learning and school

-His attitude was always very positive

-Her attitude toward school and learning has always been excellent

-She was always very enthusiastic and eager about learning experiences

-His behavior is terrible. He does not relate well to other children. He tries to do the easiest work he can find. He does it quickly and wrong and feels he is finished

-She always had a very positive attitude. She's extremely, highly motivated.

Not Sure

-He did his work well before the recommendation into the program

-He's about the same as before entering the program

-She has always had a good attitude

-She still has a good attitude toward school and learning. It's hard to see an improvement

-Recently his attitude has not been good. Hopefully it will change

-It is difficult to assess a change.

Q4. Have any problems (academic or affective) arisen since this child began in the bilingual gifted and talented program?

Yes	No	Not Sure
XXXXX	XXXXX XXXXX XXXXX XXXXX	XXXXX X

Yes

-The problem doesn't appear to be connected with the program. The child is just generally more disruptive, but it is not a major problem

-He has become obsessed with drawing such that he neglects his other work. He also tends to daydream or be easily distracted, but this is definitely not a result of the program

-The bus driver was not delivering him to the same stop every day. It varied. Apparently the driver used language that offended him. He didn't want to go to the program because of this. I called and spoke to the driver and other people. There is no problem now

-She is late with homework assignments.

No

-On the contrary, she seems very happy with her participation in the program. She is very happy because she is learning to play the flute and has even performed before her classmates

-At least none that I know of

-She has done her work

-The child has been going to I.R.I.T. It has been hard to place her in the Resource Room component

-He works well

-He is a good student.

Not Sure

-Recently he seems to have a different, negative attitude toward his work

-She has not mentioned anything.

May 1980

END OF YEAR STUDENT EVALUATION BY AFTER SCHOOL PROGRAM STAFF

Q1. Any improvement in the child's regular classroom academic work?

Yes	No	Not Sure
XXXXX XXXXX XXXXX XXXXX XXX	XXXXX	XXX

Yes

-Increased his interest in art projects. His art pieces were mature at the end

-His involvement in art is very sharp. He is more concerned about it

-He was challenged in this program, and worked at increasingly higher levels as the program developed

-He has improved the variety in his art work

-She has improved her art work

-He has improved his art work

-She has become a very hard working, enthusiastic girl

-She works harder now

-At the end, after many behavioral problems, she developed the habit and self organization to perform her work

-She did an excellent academic job, especially in regard to her special project about Greece

-She learned to work by herself without continuous teacher guidance

-She did not know how to play any instrument or read music when she started. She was able to play at the end

III-When she came to me, she did not know how to play or read music

-He is now more concerned about what he writes and has increased his task commitment

-He is very motivated and concerned about his part in the project

-He learned a great deal about how to write and organize a newspaper

-While doing her individual work she improved her organizational skills

-He is much more motivated to do work if it is academic, especially if it is science or social studies

-Her retention improved throughout the program. She worked hard and seemed to enjoy the program

-He not only expressed a desire to learn or gain more knowledge in math but was also very interested in all areas dealing with science

-He was highly analytical and had an outstanding ability to do math problem solving.

No

-He works very well already. I haven't seen improvement

-He showed no improvement in the academic area because my program wasn't geared for remedial help

-He improved just in the area of current events. He would read the newspaper thoroughly each day

-She demonstrated no motivation to work during class, and when homework was assigned, she never did it

-The student was absent often, and only at one lesson did the student demonstrate any retention of academic skills or knowledge acquired during the program.

Not Sure

-I did not have enough time to make a judgment

-I didn't use any pre/post testing instruments. She wasn't with me long enough to make a judgment.

Q2. Any improvement in the child's self concept?

Yes	No	Not Sure
XXXXX XXXXX XXXXX XXXXX	XXX	XXXXX XXX

Yes

-He feels good about himself and about his art creations

6-Selection and participation in the program itself helped his self-concept

-She asked several times why she was accepted to the program apparently needing to know, which improved her self-concept

-He felt good about being able to play three pages from the music book

-He was leading the "brochure" project with ideas and performance

-He felt proud of his intellectual abilities. It was good for him to be exposed to others of similar abilities

-She was hard to motivate in the beginning of the program. As the program continued, she seemed more easily motivated and demonstrated an attitude of "I can" rather than "I can't"

-She was very secure about herself

-She was proud of herself because she knew how to play a little bit

-She is a very mature student for her age. She would rather deal with adults or adult company than children of her own age, but she can deal with both

-He felt proud to be in the program and singled out as "bright"

-She was more willing to share her ideas with the group toward the end of the sessions

-He slowly became more positive toward his work abilities and more satisfied with his work

-He went from an attitude of "I'm great" to one of "I'm learning to do better." He also helped other students feel better about their work. He was encouraging to his peers.

No

-He always showed a good self-concept

-The student continued with a negative attitude throughout the entire program

-She always had a high self-concept

Not Sure

-Her aggressive and challenging attitude towards me, prevented me from working with her more closely

-He seemed to be quite unstable, but there was too short a time to make a judgment

-She had had a negative attitude since she started the program

-Because of the aggressive attitude she always had, I was prevented from working with her more closely. During the open-house, I continuously told her she was intelligent, pretty, mature, and her attitude changed. She developed self confidence.

Q3. Any improvement in the child's attitudes toward school and learning?

Yes	No	Not Sure
XXXXX XXXXX X	XXXXX XXXXX X	XXXXX XX

Yes

-She was a very task committed person

-He was very enthusiastic about knowing that he could play

-He appears to be more concerned about the program

-She has developed an attitude of wanting to learn, not just through paper work, but also by doing

-He became more motivated towards academic work and looked forward to the program

-He became more positive as the newspaper project developed

-He stated that he enjoyed the program, and he has demonstrated an increased responsibility towards doing homework assignments. He also participated more as the year continued

-She was always willing to cooperate, bringing new ideas and materials to improve the classroom

-He shows more interest in activities.

No

-She was not interested in doing her work

11-He already had a positive attitude

-It seemed she was very involved with other activities outside school; at home. She could do the work effeciently, but sometimes did not try hard enough

-She was very negative. She didn't seem to want to do any academic or nonacademic work. She always said "can't"

-He didn't appear to be terribly interested in learning academic work

-I don't know really

-She loves to read, but is limited in terms of her life experiences

-He seemed to dislike working (both academic and nonacademic). He was extremely hard to motivate.

Not Sure

-She was absent a lot. She said her mother did not want her to be in the program

-For a while she was quite interested in her work, but after finishing she said she did not care about its outcome

-Her performance in the math class was excellent. This attitude drastically changed in the social studies class. She had many absences

-I did not have enough time to make a judgment

-He was performing well to begin with. It's hard to tell if there was an improvement

-He did his classroom work in math but since the beginning expressed his interest in the art class. His attitude toward me improved after he was changed. He talked to me about his performance in the art class.

Q4. Have any problems (academic or affective) arisen since this child began in the bilingual gifted and talented program?

Yes	No	Not Sure
XXXXX	XXXXX XXXXX XXXXX XXXXX	XXXXX X

Yes

-He had a tendency to be absent from the program. His attendance increased toward the end

-He wants to be the leader and center of attraction at all times. He teases others who try to steal the limelight

-Her selfishness and overall challenging attitude caused problems

-She requires continuous attention. She does not have self-control. Her language should also be improved

-She was having some problems because she wanted to try art and she was placed in music.

No

11-She was always well behaved

-She was extremely cooperative and willing to participate in all activities

-Not to my knowledge

-He was a bit aggressive at first, but that did not continue throughout the program.

Not Sure

-He was interested in the art class rather than the class in which he was placed. His attitude changed after he was changed to the art class

-She never complained, but she was absent frequently

-No problems except that when he was required to research something, he didn't have the task commitment necessary to follow through on assignments.